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ABSTRACT

Demystifying some of the implications of multiculturalism might allow the opportunity to ground the field in the basic exercise of cultural affirmation, self-determination. Contributors to this book affirm that self-determination and moving beyond the comfort zones to which multiculturalism has advanced are essential to seeing multiculturalism as an aspect of educating people to develop independence in thought and action. Contributions include: (1) "Introduction: Resisting Zones of Comfort in Multiculturalism" (Sandra Jackson and Jose Solis); (2) "White Studies: The Intellectual Imperialism of U.S. Higher Education" (Ward Churchill); (3) "Multiculturalism: War in America Continues" (Imari Abubakari Obadele); (4) "Nuestra Realidad: Historical Roots of Our Latino Identity" (Felix Masud-Piloto); (5) "The Politics of Culture: Multicultural Education after the Content Debate" (Cameron McCarthy and Arlette Ingram Willis); (6) "Academic Apartheid: American Indian Studies and 'Multiculturalism'" (Marie Annette Jaimes * Guerrero); (7) "The Doorkeepers: Education and Internal Settler Colonialism, the Mexican Experience" (Priscilla Lujan Falcon); (8) "Negotiating Self-Defined Standpoints in Teaching and Learning" (Sandra Jackson); (9) "Entre la Marquesina y la Cocina" (Jose Solis); (10) "Deconstructing Mainstream Discourse through Puerto Rican Women's Oral Narratives" (Lourdes Torres); (11) "Education in Community: The Role of Multicultural Education" (Terence O'Connor); (12) "Core Culture and Core Curriculum in South Africa" (Neville Alexander); (13) "The Peer Review Group: Writing, Negotiation, and Metadiscourse in the English Classroom" (Linda Williamson Nelson); and (14) "The Cultural Ethos of the Academy: Potentials and Perils for Multicultural Education Reform" (Geneva Gay and Wanda Fox). Each chapter contains references. (SLD)